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ABSTRACT

This teaching unit, Hospitals, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These eight lessons on hospitals cover the departments and jobs found in a typical hospital and describe training and school skills necessary for various hospital related professions. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#62

CAREER UNIT FOR GRADES 5 AND 6

HOSPITALS

(Health Occupations Career Cluster)

CE 09 715

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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September, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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HOSPITALS

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Health Occupations Career Cluster

HOSPITALS

RATIONALE

Most pupils have had or will have some experience with a hospital. This is a unit in which pupils will become familiar with the organization and personnel in a hospital.

GOALS

Through this unit, pupils will:

-Become familiar with the departments of a hospital and the function of each.

-Become familiar with the personnel of a hospital.

-Learn about the training necessary to various jobs in the hospital.

-Relate school-learned skills to skills used by hospital employees.

-Learn about the services provided to the community by the hospital.

-Learn about the various kinds of equipment used in a hospital.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

-Name eight departments in a hospital and tell the function of each.

-List two kinds of jobs found in each department.

-Describe the training necessary for at least two different jobs in a hospital.

-Relate school skills to skills used in a hospital and tell the function of each.

ENTRY LEVEL ASSESSMENT
(To be used as a pretest and post-test)

Informal Inventory to determine the class awareness of a hospital. (Responses could be taped or written and compared to the responses on the post-test.)

1. Name 8 departments in a hospital and tell the function of each.

2. List 2 jobs found in each department.

3. Name 2 jobs in a hospital and describe the training necessary for each.

4. Name 3 school-learned skills used in a hospital. Tell how the skill is learned.

5. Name 3 services provided to the community by a hospital.

6. List 3 kinds of equipment used in a hospital and tell the function of each.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

Use the following materials and equipment in this unit:

-Library books, as listed.
-Films and filmstrips as listed.
-Tapes and tape recorder, cassettes and cassette player.
-Newspapers and magazines.
-A variety of art materials.
-Set of task cards.

Films:

Jobs in the City: Medical and Health
Community Hospital
Job Interview: Whom Would You Hire? (Film A: Three Young Women)
Job Interview: Whom Would You Hire? (Film B: Three Young Men)
Your Career in Nursing
Health Heroes: The Battle Against Disease
Career in Bacteriology

Soundstrips:

Collegiate Nursing Program
Your Job Interview
Your Future in Nursing
Health Careers
School Workers and Susan Goes to the Hospital
Hospital Workers (World of Work Series - Set 1)

Filmstrips:

Health Worker
Florence Nightingale and the Founding of Professional Nursing
Dentists and other Medical Occupations
Health Careers (available through Kern County Health Department)

Slides:

Health Department in Action (available through Mr. Sunny Lee, Kern County Health Department)

Books:

Number	Title	Author
362.1	Let's Go to a Hospital	Rowland
610.9	Wonderful World of Medicine	Calder
576	World of the Microscope	Ludovici
610.73	The First Book of Nurses	Kay
576 & Sci. (U)	First Book of Microbes	Lewis
589.9 & Sci. (U)	Microbes at Work	Selsam
578	Wonders Under a Microscope	Cosgrove
362.1	Come to Work with Us in a Hospital	Wilkinson

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:
#3768 Community Health in Action
#3769 Community Health Is Up to You
#3838 Improving America's Health
*#2428 Is A Career in the Health Services for You?
#3820 Home Nursing - Fundamentals
#3956 Dollars for Health
#3947 Your Health in the Community

* Usually used in junior and senior high schools.

COMMUNITY RESOURCES

Use the following resource persons in this unit:

-Parents.
-School personnel.
-School nurse.
-In-service director of community hospital.
San Juaquin Hospital; Barbara Madigan, contact person; Bakersfield.
Public Health Nurse; 861-3644; Bakersfield.
Kern County Health Department; Health Education; 861-3631; Bakersfield;
Health Careers, filmstrip Health Department in Action; slides; speakers.
Bakersfield College Health Careers;Department; Bakersfield College; 395-4281.

INSTRUCTIONAL STRATEGY: LESSONS 1-15

Lesson 1

PURPOSE — To familiarize pupils with the Health Services Career Cluster.

MATERIAL

1. List career clusters (chart paper).*
2. Film or filmstrip about work in the medical and health field. Suggestion: for slides and filmstrips, contact the Kern County Health Department (see Community Resources section).
3. Chart paper, felt pen.

INTRODUCTION — Say: "Today we will begin our study of career opportunities in a hospital. Which of the career clusters (refer to chart listing) do you suppose most hospital employees would belong to? Yes, the Health Services Cluster.

"Today we are going to see a film (filmstrip) about jobs available in the Health Services Cluster. Pay special attention to hospital workers mentioned.

CLASS ACTIVITIES

1. View film or filmstrip.
2. Discuss film or filmstrip.
3. List hospital employees mentioned in film or filmstrip.

SUMMARY — Find out and discuss how many parents work in the Health Services Cluster. (These parents may be used as resource persons.)

*Career Clusters

Business & Office
Marketing & Distribution
Communications & Media
Construction
Manufacturing
Transportation
Environmental Control
Public Services
Agri-Business & Natural Resources
Marine Sciences
Health
Hospitals & Recreation
Personal Services
Fine Arts & Humanities
Consumer & Home Economics

Lesson 2

PURPOSE To familiarize pupils with the departments within a hospital.

MATERIALS

1. List of hospital employees from Lesson 1.
2. Chart paper
3. Felt pen.
4. Books about health/hospital workers. See Suggested Instructional Materials for suggestions.
5. Task cards.

INTRODUCTION Tell the pupils: "Yesterday we listed some hospital employees. Today let's organize them into the various departments within a hospital. How many of you have been in a hospital? I'm sure we are all familiar with hospitals. Maybe you've had friends or relatives in the hospital or watched hospital television shows. Let's begin listing all the departments we can think of." (See next page.)

CLASS ACTIVITIES

1. Make list (entire class and/or small groups).
2. Browse through books to find references to various departments.
3. Task cards.
4. Compile lists. Discussion to elicit any departments omitted from list. Be sure to include departments within nursing department.

SUMMARY

1. Review list on chalkboard.
2. Hear reports from pupils using task cards.

Lesson 3

PURPOSE

To familiarize pupils with the function of each of the departments within the hospital.

MATERIALS

List of hospital departments. Hospital Departments and Their Functions (page 7).

INTRODUCTION

Say: "Today we are going to play a game to find out how familiar we are with the departments in a hospital. First let's review the departments. Here is a list and a brief description of each department."

CLASS ACTIVITIES

1. Discuss list.
2. Divide into teams.
3. Play "Who, What, or Where Game." Team is given answer and must state question. Example: "The department that provides medicine for all the patients." Answer: "What is the pharmacy?" Team wins a point for every correct answer.

SUMMARY

1. Discuss departments.
2. Determine things to look for and questions to ask during class visits.

HOSPITAL DEPARTMENTS AND THEIR FUNCTIONS

(For teacher reference: may be duplicated for pupils.)

Administrator	Supervises all departments. Responsible for all finances, building, and services.
Personnel	Interviews and hires employees. Handles pay checks and insurance of employees. Figures work load and staffing.
In-Service	Trains and teaches hospital employees.
Business Office	Handles admissions, discharges, billing, and fees.
Social Service	Consists of at least one social worker who assists patients and their families: Gives financial assistance (such as Medicare, Welfare). Help place patients in rest homes or convalescent homes, if necessary. Gives emotional support when necessary (emergency room, amputees, an adolescent in hospital for a long period).
Volunteer	"Pink Ladies" and "Candy Stripers" (girls and boys) assist nurses and provide services to patients.
Housekeeping	Linens, cleaning, laundry.
Engineering	Maintenance, heating, and electrical systems. Hospital safety. Maintain generators in event of power failure.
Pharmacy	Provide all medicines.
Dietary	Provide food for patients; provide special diets when necessary; instruct patients about special diets if necessary prior to discharge.
Emergency Room	Handles all emergencies, then refers patients to proper department if necessary.
X-RAY	Take x-rays.
Laboratory	Tests fluids, skin tissue. The Pathologist does autopsies to determine cause of death if unknown and does biopsies for disease prevention and to determine treatment.
Nuclear Medicine	A new field, including a diagnostic procedure using radio-active materials to scan and spot tumors, and so on.

Physical Therapy Concerned with rehabilitation of patients:

- -Ex-burn patients given whirlpool baths.
- -Patient with a broken leg taught to walk on crutches and to exercise leg without damaging it.
- -Elderly patients or patients bedridden for long periods of time have their limbs exercised to maintain muscle tone.

Cardio-Pulmonary Conduct tests and provide therapy concerned with the heart. (Physical Therapy and Cardio-Pulmonary also provide out-patient services.)

Operating Room Operations. After surgery patients go to Recovery Room until they have recovered from the effects of anesthetic.

Nursing The nursing department is the largest department in the hospital. It is divided into separate units determined by patient needs:

-Surgical	Patients who have operations.
-Medical	Illnesses.
-Maternity	Babies born.
-Pediatrics	Children.
-Intensive Care Unit (I.C.U.)	Very ill patients who need intensive care.
-Coronary Care Unit (C.C.U.)	Differs from I.C.U. in that each patient is in a separate room. Heart patients are usually alert and apprehensive and need quiet.
-Outpatient	Patients who do not need to stay overnight. They come in for a few hours for minor elective surgery, for example, removal of skin growth.

Lesson 4

PURPOSE	To familiarize pupils with the operation of a hospital.
ARRANGEMENTS	Class tour of a hospital.*
MATERIALS	1. Sample letter for class visit (next page). 2. Parent permission forms.
INTRODUCTION	Talk with the pupils about the hospital tour and discuss the need for quiet and orderly behavior.
CLASS ACTIVITY	1. Hospital tour. 2. (Optional) Assign students to concentrate on taking notes in particular departments, using the Observation Report form, found in the following pages.**
SUMMARY	1. Discussion of tours and Observation Reports. 2. (Optional) Plan additional lessons for sharing reports. Suggestion: use the reports in a class scrapbook or for bulletin board displays.

*The arrangements for a hospital visit should be made with the In-Service Director of the hospital. The class should be divided into groups of twelve or less to tour the hospital. This can be arranged by utilizing services of the student teacher, administrators, teachers on special assignment, auxiliary teachers, or by team teaching. Make tour arrangements well in advance.

**If this activity is chosen, it will be necessary to arrange to have personnel, in various departments, answer questions for the students.

SAMPLE FORM LETTER FOR CLASS TOURS
(A copy to be sent to each department being visited.)

Dear Sir:

We are looking forward to visiting your department of the hospital on _____, 19____ at _____. This will be an important part of our Career Education Program for the year.

May I suggest the following questions as a guide for making your presentation. These are only suggestions and are not binding.

1. What is your job?
2. What does it involve?
3. What training is required for your job?
4. What things do you like and dislike?
5. What kind of equipment do you use?
6. What skills did you learn in school that you use?
7. What safety rules do you follow?

We appreciate your cooperation and look forward to our visit.

Very truly yours,

Teacher

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Lesson 5

PURPOSE — To familiarize pupils with the role of volunteers in the hospital.

MATERIALS

1. Sample form letter for a guest speaker.
2. Two "Candy Striper" volunteers (one boy and one girl, if possible).*

INTRODUCTION — Tell the class: "Today we have two visitors who will discuss with us their jobs in a hospital. Perhaps some of you would like to try these jobs in a few years."

CLASS ACTIVITIES

1. Listen to speakers.
2. Question-and-answer period.

SUMMARY — Discuss advantages and disadvantages of volunteer work in a hospital. Pupils should feel free to express what they would like and dislike about working in a hospital.

*Arrangements for volunteers to visit can be made through the In-Service Director of a hospital. Most hospitals now have boy volunteers as well as girls. The volunteer program is an excellent way for boys and girls to learn about career opportunities in the Health Services Cluster.

SAMPLE FORM LETTER FOR A GUEST SPEAKER

Dear Sir:

We are delighted that you are willing to speak to our _____ grade class on _____, _____, 19_____ at _____. This will be an important part of our Career Education program for the year. May I suggest the following questions as a guide for making your presentation. These are only suggestions and are not binding.

1. What is your job?
2. What training is required for your job?
3. What things do you like and dislike about your job?
4. What special kind of equipment do you use?
5. What safety rules do you follow and why?
6. What skills did you learn in school that you use?

If you wish to bring any materials for demonstration, we will arrange for a pupil to carry these from your car.

We appreciate your cooperation in our project and look forward to your visit.

Very truly yours,

Teacher

Note: Teacher may add, change or delete questions depending upon the visitor.

SAMPLE OBSERVATION REPORT

Department _____ Function _____

Jobs within the Department:

Personnel	Training Required	What Each Person Does

School-learned Skills Used:

_____

_____

Safety Rules Necessary:

_____

_____

Equipment Used:

_____

_____

Notes: (Use the back of this page if necessary.)

_____

_____

Lesson 6

PURPOSE — To participate in an art lesson related to the study of hospital careers.

MATERIALS*

1. Large sheets of newsprint.
2. Pencils and/or chalk.
3. Tempera paints.
4. Brushes.
5. Newspapers.
6. Chipboard (12" x 18").

INTRODUCTION — Tell the class: "The hospital workers have been very courteous and helpful to us so today we are going to plan and work on a surprise for them. Do you think it's important for a hospital to be an attractive, cheerful place? Why? Do you think hospitals have much money to spend on decorations or artwork? Why? Today we are going to paint some pictures, then we will choose a committee who will deliver and present our gifts to the hospital as our way of saying 'Thanks for all your help!'"

CLASS ACTIVITIES**

1. Sketch large pictures on newsprint with pencil. (Subjects well suited for the pediatrics ward are large simple objects such as toys, teddy bears, clowns, boats, cars, ducks, jack-in-the-box, and so on. Children's coloring books are good sources of ideas for simple pictures.)
2. Teacher approves sketch.
3. Sketch on chipboard with chalk.
4. Paint.

SUMMARY

1. Evaluation of art work.
2. Choosing of committee and discussion of delivery and presentation.

*Materials may vary. The teacher could substitute any appropriate art activity such as stitchery, murals, wall hangings, or hand puppets.

**This activity will take longer than 45 minutes and may be completed during art periods.

Lesson 7

PURPOSE — To familiarize pupils with the training needed, skills required, and equipment used by a hospital employee.

MATERIALS

1. Sample form letter for a guest speaker. (Page 12).

2. Guest speaker. Teacher should arrange for a speaker approximately two weeks in advance. Some suggestions are:

   -A nurse.
   -A doctor.
   -A lab technician.
   -A parent who works in health services.
   -A school nurse.

INTRODUCTION — Today we have a visitor who will tell us all about his (or her) job as a _____.

CLASS ACTIVITIES

1. Listen to speaker.

2. Question-and-answer period.

SUMMARY — After visitor has left, class may want to discuss the job. What aspects of the job would they like or dislike?

FOLLOW-UP — Write a letter thanking the visitor for coming and talking to the class. Each pupil should mention at least one thing he or she learned and one thing especially interesting to him or her.

Lessons 8 and 9

PURPOSE	To allow pupils to pursue, individually or in small groups, various aspects of careers in hospitals.
MATERIALS	Task cards.
INTRODUCTION	Tell the pupils: "For the next two days you will each have an opportunity to choose task card activities. You may work by yourself, with a partner, or a small group. You are already familiar with some of the task cards. Let's look at and discuss some others you may do."
CLASS ACTIVITIES	Task cards.
SUMMARY	Pupils share results of task card activities.

Lesson 10

PURPOSE	To evaluate class achievement of unit goals.
MATERIALS	1. Duplicated copies of post-test. 2. Teacher copy of questions. 3. Tape recorder.
INTRODUCTION	Say: "Today we'll find out how much we've learned about the careers in a hospital."
CLASS ACTIVITIES	1. Take written test. 2. Discuss and tape post-test questions.
SUMMARY	Compare tests or tapes with pretest.

ARRANGE AN INTERVIEW

Task Card 1

Do you know someone who works in the Health Occupations Cluster? Maybe you can arrange an interview.

You need:

1. to make an appointment for a convenient time.

2. good manners

3. a list of questions

4. a tape recorder or pencil and paper (so that you can share your report with the class)

Questions to consider:

What do you do?

What kind of training is required for your job?

What skills did you learn in school that you use in your job?

What do you like about your job?

Is there anything you do not like about your job?

DECISIONS!

Task Card 2

medical-surgical?

pediatrics?

surgical intensive care?

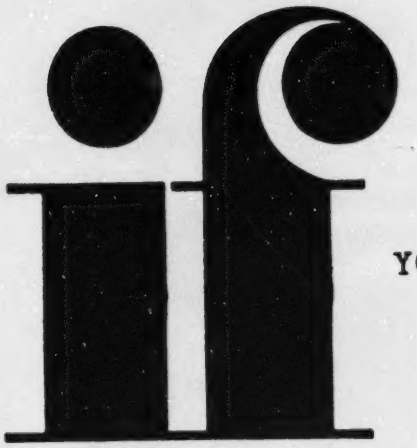
medical-intensive care?

operating room?

You need:

1. pencil
2. paper

List ten departments within a hospital. Choose the <u>one</u> that you think you might like to work in as a doctor, nurse, technician, secretary or other hospital employee. Write a paragraph telling about the department. Tell why you would like working in that department.



YOU LIKE TO READ ABOUT FAMOUS PEOPLE

Will and Charlie Mayo

Elizabeth Blackwell

Jonas Salk

Alexander Fleming

Florence Nightingale

You need:

1. a biography of a famous person in the medical field.
2. paper.
3. pencil

Read and enjoy the book.

Write a brief report to share with the class.

Take Card 4

ACT IT OUT!

You need:

1. a small group
2. a good imagination
3. your dramatic talent

Ad lib and role-play an incident that might take place in one of the departments within a hospital. Here are some suggestions:

Department	Situation
Business Office	Parents admitting a five-year-old boy for a tonsilectomy.
Emergency Room	Boy brought in for treatment for a rattlesnake bite.
Dietary Division	Dietician instructing a patient about a special diet.
Physical Therapy	Physical Therapist teaching a teenager with a broken leg how to walk on crutches.
Personnel Department	Personnel manager interviewing a job applicant.

Task Card 5

You need:

1. to make an appointment to arrange for a convenient time.

2. good manners

3. a list of questions
4. a tape recorder

(If you tape the interview, you can share it with the class.)

Some questions you may want to consider:

1. What training is required to be a nurse?
2. What skills learned in school are needed by nurses?
3. What do you like about being a nurse?
4. Is there anything you dislike about being a nurse?

MATCH THIS!

You need:

1. pencil
2. paper

Match the department with its definition. Write a complete sentence about each department.

Dietary	- Consists of people who do not get paid for the services they provide.
Business	- Includes a social worker who helps patients and their families with many kinds of problems.
In-Service	- Provides meals for patients. Instructs patients about special diets.
Housekeeping	- Provides all medicines for patients.
Volunteer	- Handles fees, admissions, billing and discharges.
Nuclear Medicine	- Takes care of the heating, electricity and maintenance.
Engineering	- A new field which uses radioactive material for diagnostic purposes.
Nursing	- Provides for orientation of new staff members and teaches classes to keep all staff members up-to-date.
Social Service	- Keeps the hospital clean.
Pharmacy	- The largest department consisting of all the wards of a hospital.

Task Card 7

KEEP SAFETY ON YOUR MIND!

You need:

1. poster paper
2. felt pens

Make a hospital safety poster.

Remember posters should be:

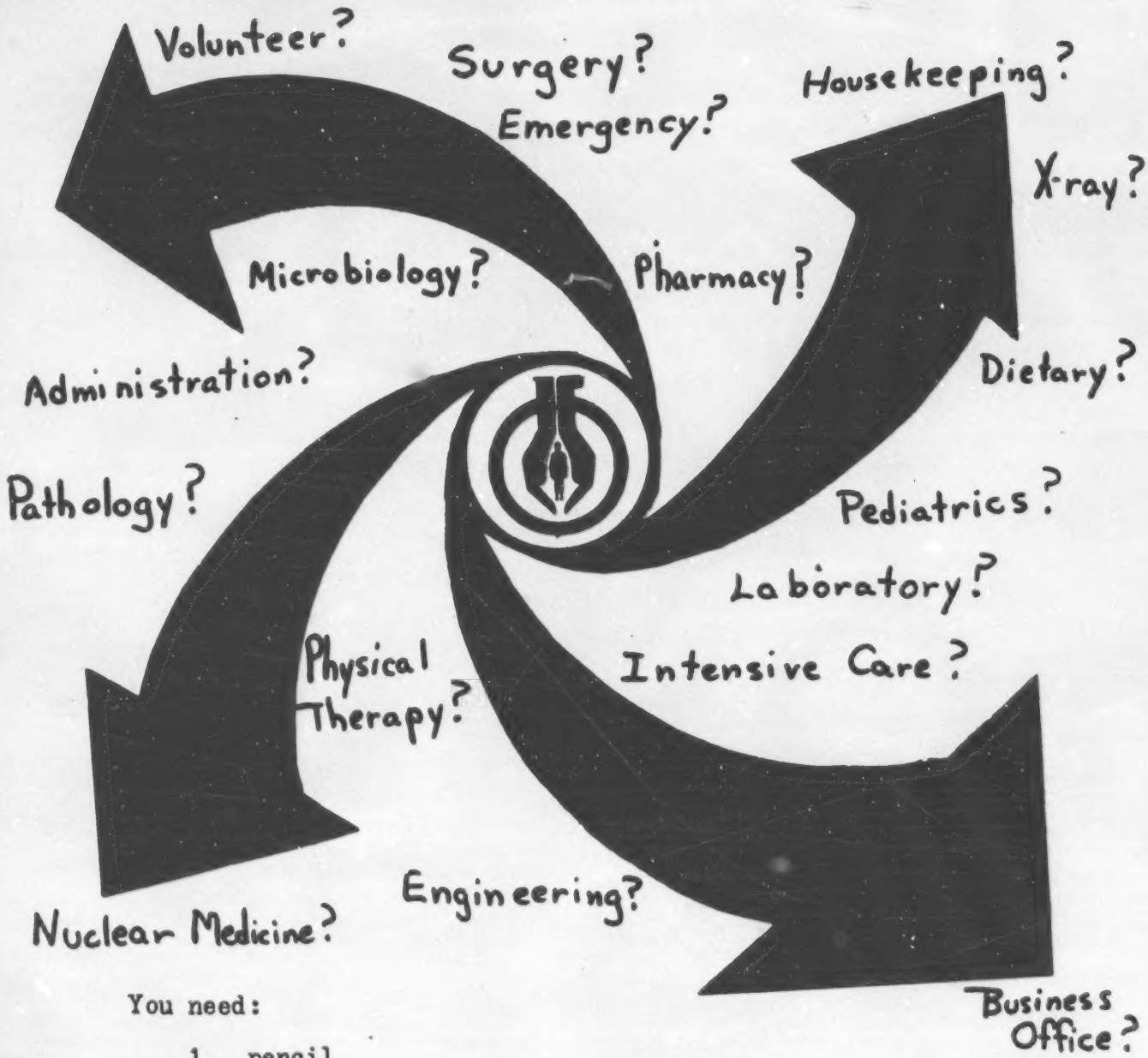
-Neat.

-Colorful.

-Easy to read.

-Eye-catching.

What's Your Pleasure?

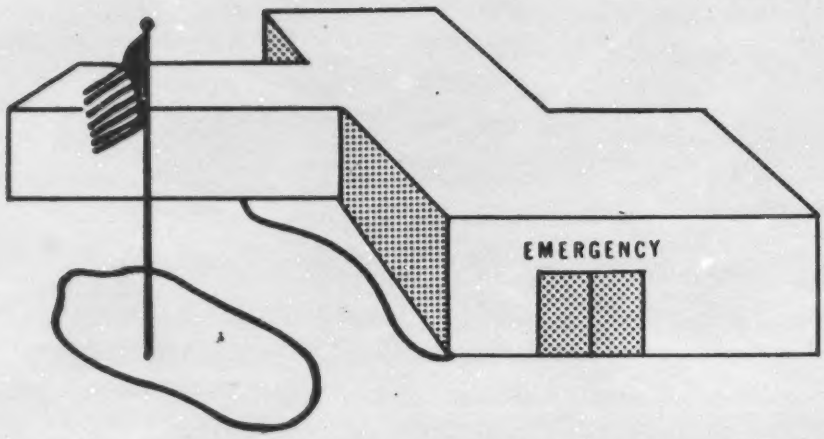


You need:

1. pencil
2. paper

List 15 departments within a hospital. Circle the one that appeals to you the most. Put an "X" through the one that appeals to you the least.

YOUR VISIT TO A HOSPITAL



You need:

1. pencil
2. paper

Have you ever been to a hospital? If you have, write a report about your visit to a hospital.

What departments did you visit?

-Emergency?
-Operating room?
-X-ray?

What personnel do you remember?

-Admissions clerk.
-Anesthesiologist.

THE WORLD OF THE MICROSCOPE Task Card 10

Dr. Jonas Salk

Walter Reed

Sir Alexander Fleming

Louis Pasteur

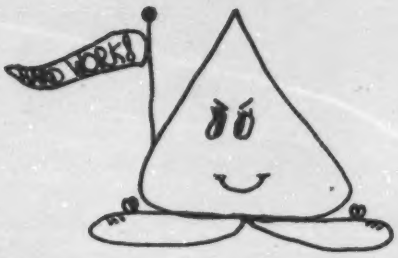
You need:

1. the book The World of the Microscope
2. pencil and paper

Answer these questions:

1. What does the word microbe mean?
2. What does the microbiologist study?
3. How many microbes could fit on a pinhead?
4. What does a bacteriologist study?

Choose one of the famous men in the book and write a paragraph or two about his achievements.

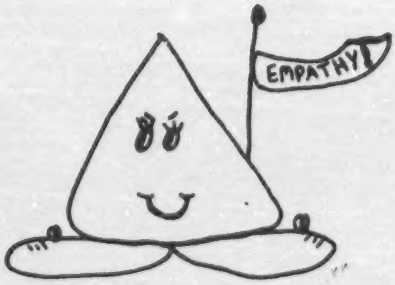


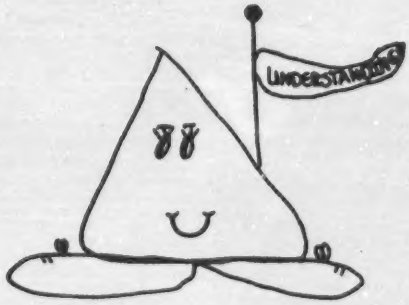
You need:

1. pencil
2. paper

Write three paragraphs:

1. Describe the characteristics you think necessary to work with sick people.
2. What reward would there be?
3. What would be the disadvantages of working in a hospital?





Task Card 12

WRITE ON!

You need:

1. pencil
2. paper

Choose a hospital employee. Consider school-learned skills we've discussed. How would the employee you've chosen need to use...

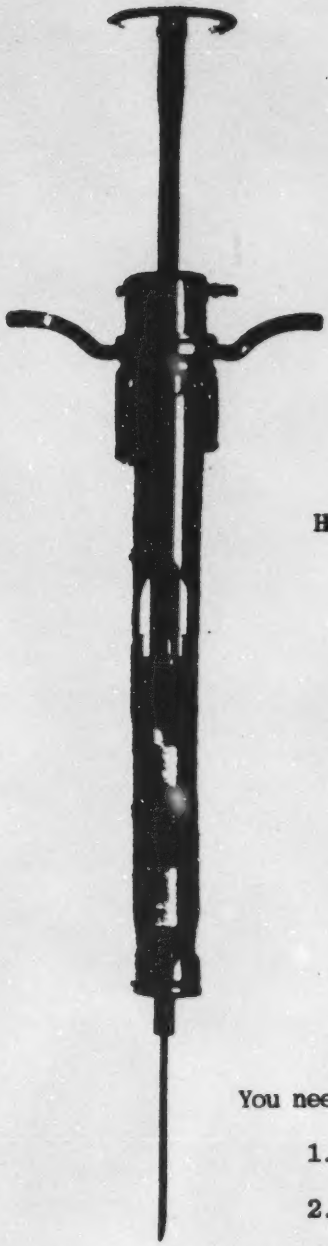
-Writing.

-Reading.

-Spelling.

-Speaking.

-Social skills.



HOSPITAL EQUIPMENT

You need:

1. pencil
2. paper

List five or more pieces of equipment used in a hospital.

Write a brief statement telling how each is used.

Task Card 14

OUTFIT YOURSELF

You need:

1. paper
2. pencil
3. artistic ability

Many hospital employees wear uniforms.

Design one you would like to wear.

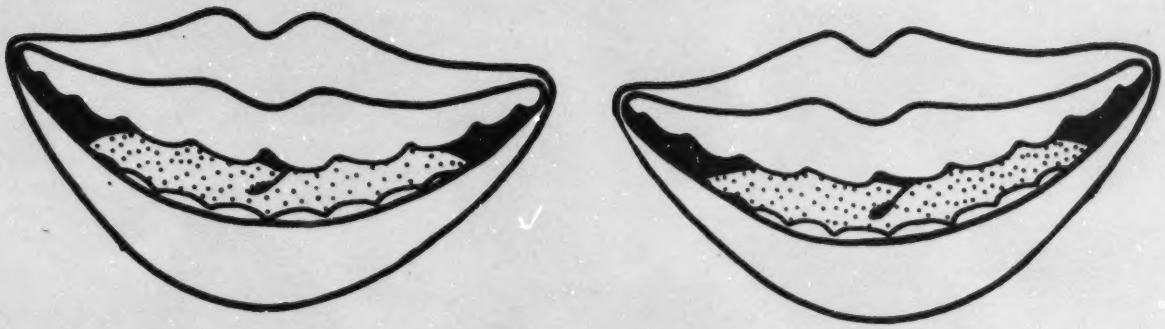
MAKE A HOSPITAL TREE

You need:

1. poster paper
2. felt pens

Make a hospital tree. Fill it with 12 workers necessary to the functioning of a hospital.

SOCIAL SKILLS



You need:

1. pencil
2. paper

Write a paragraph about how a hospital worker would need to use social skills.